

# Certificate in International Business English Training Guidelines for course providers

Validation requirements, syllabus and  
assessment procedures for validated and  
prospective course providers | 2017

In partnership with

**TRINITY**  
COLLEGE LONDON

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English UK Enterprises Ltd  
(Registered company no. 5200973)

Is registered at:

219 St John Street  
London  
EC1V 4LY

+44 (0)20 7608 7960  
+44 (0)20 7608 7961

training@englishuk.com  
www.englishuk.com

Trinity College London

Is registered at:

Blue Fin Building  
110 Southwark Street  
London  
SE1 0TA

+44 (0)20 7820 6100  
+44 (0)20 7820 6161

info@trinitycollege.co.uk  
www.trinitycollege.co.uk

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# 1. Introduction

## 1.1 Background to the Cert IBET

The English UK/Trinity College London Certificate in International Business English Training (Cert IBET) was launched in 2008. The qualification was developed in recognition that specialised ELT teaching is becoming an increasingly important part of the ELT profession.

The qualification is also a response to a global need for lifelong learning and a need among business English teachers to further their development after gaining an initial ELT teaching qualification.

The Cert IBET is the first truly international qualification for practising business English trainers and presents candidates with the opportunity to enhance their skills and expertise in the delivery of Business English courses and improves their employability in the sector and their credibility with potential clients.

## 1.2 Guiding principles

This qualification's development is underpinned by the following principles; accessibility, efficiency, a focus on quality, rigour, procedural simplicity, cost-effectiveness and social responsibility.

All of the processes are conducted electronically to reduce paper wastage, to exploit technological advances and to speed up the processing time for assignments. The course validation, assessment and moderation procedures are rigorous and detailed but not excessively bureaucratic and flexibility is built into the programme to allow centres to differentiate their courses to the individual needs of their candidates.

## 1.3 The English UK/ Trinity College London partnership

The Cert IBET qualification has been developed through a partnership between English UK and Trinity College London. English UK owns the rights to the qualification itself and validates course providers as well as providing day-to-day administrative support. Trinity owns the moderation process and moderates the assignment assessment process.

## 1.4 English UK

English UK is the UK's national association for accredited English language centres. Formed in 2004 from two previous associations (ARELS and BASELT), the association has over 450 member centres including private schools, educational trusts and charities, further education colleges and universities.

All English UK members must first be accredited under the Accreditation UK Scheme which is run in partnership with the British Council. The key role of the organisation is to promote a quality in course delivery and service, to represent the interests of the membership and to ensure that students can fully benefit and enjoy an enriched educational experience while in the UK.

English UK's core activities on behalf of its members include: lobbying and representation at senior governmental levels, facilitating trade through marketing and promotional activities, business development support, and professional development. English UK also organises the prestigious annual StudyWorld Fair.

In addition to the Cert IBET qualification English UK offers the DELTM (Diploma in ELT Management), the Cert SSM (Certificate in Student Services Management, formally known as the Welfare Officers' Certificate Course) and hosts a series of conferences specifically for teachers, business English trainers and ELT managers.

## 1.5 Trinity College London

Trinity College London's training qualifications in TESOL have been established for four decades. The training has developed in range and complexity since the 1960's when the number of students coming to the UK to study English started to increase significantly.

TESOL now provides many thousands of people in almost every region of the world with a career that combines academic study, teaching and teacher management, and continuous association with other cultures.

Trinity qualifications are recognised as professionally sound and well-regulated benchmarks of performance by major employers worldwide. Trinity pioneered the concept of graded examinations in music in 1877, set its first speech examination in 1918 and now conducts ESOL examinations throughout the world.

Trinity is the only board in the UK to provide learner assessments and higher vocational qualifications across the full range of the communicative and performing arts including TESOL, English language (ESOL) speech, acting, drama, dance and music.

## 2. Entry requirements for candidates

### 2.1 Level of qualification

The Cert IBET is a qualification for ELT/TESOL Certificate qualified teachers who wish to further enhance their skills and expertise in the delivery of Business English courses. The Cert IBET will not only give candidates a thorough grounding in the concepts underpinning this field, but will also improve their confidence and competence in the planning and delivery of Business English courses.

Cert IBET courses are suitable both for teachers who have limited experience of teaching business English and for teachers who have more experience in the sector. The aim of the course is not to provide training in how to teach professionals to do business or their job but to be able to provide end users with the language and communication strategies and skills to help them to do their jobs more effectively.

The qualification will considerably enhance teachers' employment opportunities and will increase their chances of winning new clients. International companies and quality language providers prefer to work with training professionals who hold relevant, high quality and recognised qualifications with an international currency.

### 2.2 Entry requirements

#### Essential requirements

- Candidates must hold an initial ELT teaching certificate in ELT/TESOL e.g. Trinity Cert TESOL, Cambridge RSA CTEFLA/CELTA or an equivalent qualification that can be demonstrated to meet the following criteria: at least 100 hours of TEFL/TESOL input, at least six hours of observed teaching practice, and external validation from a reputable awarding body (normally a university or recognised examination board) or have a minimum of three year's full time English Language Teaching experience constituting a minimum of 15 hours per week over a 32 week period
- Candidates must also be able to demonstrate proficiency in English either through holding a recognised qualification or by demonstrating equivalence to CEFR C1 (Common European Framework). Acceptable equivalents would include: Trinity ISE Grade III; Trinity Graded examination in Spoken English Grade 10 or above; Cambridge ESOL Certificate in Advanced English; Cambridge ESOL Certificate of Proficiency in English; IELTS band 7.0 or above on all sub-skills; TOEFL score 627 or above (paper-based), 263 or above (computer-based) or 107 9internet-based)

#### Desirable requirements

- Candidates ideally will have at least one year's ELT/TESOL practical teaching experience constituting a minimum of 15 hours per week over a 32-week period.
- Previous experience of around 40 hours of teaching business English with common business terminology, concepts and skills would be advantageous.
- Significant experience of working in a middle management role in business would also be regarded as advantageous.

## 3. Course specifications and syllabus

### 3.1 Aims and objectives

The Cert IBET qualification aims to equip business English trainers with the essential skills and knowledge in this branch of ESP teaching and encourage candidates to develop further professionally in this area. The aims and objectives of this qualification are as follows:

- To build the confidence, knowledge and understanding of teachers seeking to further their career in business English training
- To understand, identify and respond effectively to the communication and language needs of learners and organisations
- To develop and deliver programmes that produce effective and measurable outcomes in addressing the communication and language needs of learners and organisations
- To select, employ and evaluate a range of methods, approaches, materials, resources and techniques appropriate to varied business English contexts
- To deepen understanding of the changing nature of international communication and enhance their opportunity to participate effectively in the global workplace
- To develop familiarity with the concepts, skills, lexis and discourse of business and professional English

### 3.2 Course delivery options

#### Introduction

The course is run over a minimum of 50 hours spread over at least 8 full days. Additional hours may be prescribed at the discretion of the course provider and course participants. The balance of the 50 hours of core course content can be distributed between the 11 modules at the discretion of the local provider to match the strengths and interests of that centre and the needs of the participants.

#### Variable course delivery mechanisms

A varied and flexible course delivery mechanism is important for the learner. This is especially relevant for teachers who often cannot take time off to attend an extended course.

We therefore recommend that some providers offer programmes that combine face-to-face with online delivery. Please note that although the course provider may develop a variety of delivery models, the course must be delivered over a minimum of eight full days.

Below is a table showing a range of different delivery mechanisms and offering advice on the advantages and disadvantages of each. Centres are free to run courses in a format that works for their market.



DELIVERY MECHANISM	ADVANTAGES	CONSIDERATIONS
50 hours' intensive over face-to-face delivery over eight days  (NB. eight days is the minimum course specification)	<ul style="list-style-type: none"> <li>• Whole course delivered in one go – easy to organise and administer</li> <li>• Group can be cohesive and dynamic</li> <li>• Can be offered during summer or Easter teaching breaks</li> </ul>	<ul style="list-style-type: none"> <li>• Can be difficult for teachers to take time off</li> <li>• If centre not local, there will be additional accommodation costs</li> <li>• Too intense – not enough time to absorb learning</li> <li>• Need to limit numbers</li> </ul>
50 hours over two weeks (10 days)	<ul style="list-style-type: none"> <li>• Is a more realistic format – allows five contact hours per day with a weekend break in between</li> </ul>	<ul style="list-style-type: none"> <li>• May cost more to run</li> </ul>
Part time evening over the course of an academic year	<ul style="list-style-type: none"> <li>• Fits in more easily to teaching schedule</li> <li>• Allows learning to be absorbed and integrated into what the teacher is doing at work (similar to a part time Dip TESOL)</li> <li>• Allows centres to free up time in day</li> </ul>	<ul style="list-style-type: none"> <li>• Can lose momentum and take too long</li> <li>• A little too “conventional”</li> </ul>
Weekend blocks x 4 delivered over consecutive weekends of one weekend per month	<ul style="list-style-type: none"> <li>• Allows for learning to be absorbed whilst still retaining intensity</li> <li>• Allows centre to be used at a weekend so frees up the week for other courses</li> <li>• Doesn't clash with teacher's work schedules</li> <li>• Could work well with local contingents</li> </ul>	<ul style="list-style-type: none"> <li>• Can be problematic if teachers are traveling from abroad</li> <li>• May be difficult for teachers with families</li> <li>•</li> </ul>
Online/distance learning*	<ul style="list-style-type: none"> <li>• Enables teachers to learn in their own time and pace</li> <li>• Can run with multiple numbers or no limit on numbers</li> <li>• Potentially more candidate numbers</li> </ul>	<ul style="list-style-type: none"> <li>• May require more support and control from awarding body</li> <li>• Centre would need to provide comprehensive learning packs</li> <li>• Would need plenty of direct tutorial time</li> </ul>
Distance learning plus face-to-face	<ul style="list-style-type: none"> <li>• Blended model might work well for busy teachers</li> <li>• Flexible and accessible – there may be an expectation for Cert IBET to be run in this way</li> <li>• Potentially greater candidate numbers</li> </ul>	<ul style="list-style-type: none"> <li>• May require more support and control from awarding body</li> <li>• Requires more effort on behalf of centre</li> </ul>
One-to-one intensive programme	<ul style="list-style-type: none"> <li>• Allows programme to be tailored precisely to the participant's need</li> </ul>	<ul style="list-style-type: none"> <li>• Potentially not cost-effective</li> <li>• Very intense</li> <li>• Labour intensive</li> </ul>

\*ICT-Based Delivery Mechanisms

For purely online delivery we would strongly recommend providing additional course content. The provider will need to demonstrate rigorous systems for ensuring the effective support of course participants from a distance.

Support may include but would not be limited to: regular tutorial sessions, online interaction with other course participants and direct and indirect supervision and monitoring. The level of tutorial and administrative support from the provider of an online course should be roughly equivalent to what would be expected for a face-to-face course.

### Virtual learning environment (VLE)

It is expected that all courses will be supported by the creation of a VLE. The most common form of VLE is Moodle, a free open source course management system (CMS). This system acts as a virtual online community and contains downloadable support materials and notice boards for trainees and trainers to navigate and interact.

<http://moodle.org/>

## 3.3 Course syllabus

### Core course syllabus requirements

The Cert IBET course must include a minimum of 50 hours of input. The following 11 modules constitute the core syllabus requirements.

What is Business English?	<ul style="list-style-type: none"> <li>• Business English v General English</li> <li>• Business settings and contexts</li> <li>• Current and historic trends in Professional English training</li> <li>• Motivation and needs of business learners</li> <li>• Characteristics and expectations of business learners</li> <li>• English for Specific Purposes</li> </ul>
Concepts and language in a business context	<ul style="list-style-type: none"> <li>• Financial, marketing, management and HR concepts and terminology</li> <li>• General business English: grammar and lexis</li> <li>• Current trends in business and management</li> <li>• Familiarisation with business technologies (teleconferencing, e-commerce..)</li> <li>• Strategies for expanding business-world knowledge</li> </ul>
Needs analysis and research	<ul style="list-style-type: none"> <li>• Needs analysis and profiling learners' communication and language needs</li> <li>• Identification of the communication purpose and language needs of the company</li> <li>• Target situation analysis and analysing the whole communication scenario</li> <li>• Content negotiation</li> <li>• Techniques for researching companies, industries and sectors</li> </ul>
Materials and resources	<ul style="list-style-type: none"> <li>• Published materials and course-books</li> <li>• Authentic materials</li> <li>• Self-designed and supplementary materials</li> <li>• Learner as a resource</li> <li>• Web-based resources</li> <li>• Technology - Visual (DVD, interactive whiteboards...), Audio (podcasting)</li> <li>• Virtual Learning Environments (Moodle, etc.)</li> <li>• Copyright issues</li> </ul>
Internationalism and culture	<ul style="list-style-type: none"> <li>• Globalisation of world trade</li> <li>• Localised educational contexts and learning styles English as a Lingua Franca/English as an International Language</li> <li>• Understanding culture</li> <li>• Cross-cultural awareness and training</li> </ul>

Course and syllabus design	<ul style="list-style-type: none"> <li>• Interpreting needs analyses to set learning and training goals</li> <li>• Course and syllabus design</li> <li>• Working with the Common European Framework for Reference (CEFR)</li> <li>• Developing schemes of work</li> <li>• Lesson planning</li> <li>• Timetabling</li> <li>• Delivery modes (incl. distance, e-learning, blended)</li> <li>• Virtual learning support systems for distance learner support</li> </ul>
Methods, approaches and techniques	<ul style="list-style-type: none"> <li>• Course types (1 to 1, small group, in-company, low level, advanced, executives)</li> <li>• Lexical, discovery and task-based approaches</li> <li>• Simulations, role play, and case studies</li> <li>• Learner autonomy and learning to learn skills</li> </ul>
Business communication skills development (oral/aural)	<ul style="list-style-type: none"> <li>• Presentations</li> <li>• Negotiations</li> <li>• Telephoning and teleconferencing</li> <li>• Interviewing</li> <li>• Meetings</li> <li>• Socialising</li> <li>• Travel</li> </ul>
Business communication skills development (reading and writing)	<ul style="list-style-type: none"> <li>• Report writing</li> <li>• Charts, graphs, financial and statistical data</li> <li>• Letters, memo's, email and the Internet</li> <li>• Journals and magazines</li> </ul>
Evaluation and assessment	<ul style="list-style-type: none"> <li>• Diagnostic, formative and summative assessment</li> <li>• Evaluating and measuring programme objectives</li> <li>• Giving tutorials and feedback to learners</li> <li>• Managing feedback and course expectations to HR managers</li> <li>• Public Business English examinations</li> </ul>
Professional development and employment	<ul style="list-style-type: none"> <li>• Working with HR departments</li> <li>• Making a pitch to a company</li> <li>• Developing your CV and portfolio</li> <li>• Further qualifications and CPD activities</li> <li>• Membership organisations (BEUK, BESIG, etc.)</li> <li>• Sources for further reading</li> </ul>

## Pre-course tasks

To fully maximize the face-to-face delivery time, we would recommend developing a pre-course pack to enable the trainee to be able to start their course in advance of the attendance or online phase. The “Concepts and language in a business context” module would ideally lend itself to such a pre-course format.

## 4. Assessment guidelines

### 4.1 Registration of candidates

- To register for the Cert IBET applicants must first demonstrate that they meet the entry requirements for the course. They will need to submit original or certified copies of their ELT qualifications and provide evidence (e.g. via a reference) for any claimed teaching experience.
- They should then fill in an application form and submit the relevant fee to the course provider.
- All Cert IBET registration fees should be collected before the course has started and remitted to English UK on or before the first day of the commencement of the course. Course providers must cover any charges.
- While there is no obligation for course participants to register for the Cert IBET qualification any local course certification must not contain any reference to the Cert IBET. It must also be stressed that by not taking the assignment stage the candidate will be forfeiting the opportunity to gain a valued and well-respected international qualification.

### 4.2 Test item production

- A panel of test item writers meets once a year normally in the autumn to set the assignment titles for Cert IBET assignments.
- The panel comprises of a senior representative from English UK, Trinity, and up to two industry experts. Providers are also encouraged to provide feedback on test items and submit suggestions and ideas for future assignment titles.

### 4.3 General guidelines for assignments

- The total word count for all assignment rubrics is 3000 – 4000 words excluding appendices
- Assignments that are not within these word limits will not be moderated
- Assignments should be submitted as ONE Word document for the main body of the text and ONE further pdf document containing all appendices ordered consecutively. Full details on submitting assignments for moderation are available in the separate 'Moderation Guidelines' document
- Candidates must choose only one of the four titles and cannot alter the rubrics
- Moderators have only limited time to sample appendices and as far as possible the complete question should be answered in the main body of the text
- Appendices should typically include: samples of published materials; supporting materials such as needs analysis, examples of learner work and learner feedback; tables and charts; detailed schemes of work if required
- All appendices should be referred to in the main body of the text
- Samples of published and self-created or adapted materials need to be scanned and included in the appendices as well as being appropriately referred to in the main body of the text. These materials should relate clearly to the assignment content and should be a representative sample only
- Assignments must include a cover page with the complete rubric as stated below, the total word count excluding appendices, the full name of the candidate, the name of the course provider, the dates of the IBET course and the date of submission. Do not include this cover page in the assignment word count
- All cited materials need to be appropriately referenced. If you submit photocopied resources, these should be clearly referenced on the page(s) itself. A consistent referencing system, such as the Harvard system, should be used throughout. Trinity guidelines on referencing are available online or from your provider
- The main text should be single-spaced and written in 12 point using the Times New Roman or Arial fonts

- All assignments require a profile of a group or individual learner. This profile may be based on an actual group or individual or a hypothetical one
- Providers are required to send a cover sheet affirming that to the best of their knowledge the work is the candidate's own. Assignments containing plagiarized text will not be moderated and the candidate might not be permitted to make further submissions
- Providers should structure their Cert IBET programmes so that all the questions can be confidently answered by their trainees. Centres should not influence the trainees' choice of question.

#### 4.4 Assignment titles and moderator guidance notes

English UK and Trinity normally release three or four assignment titles every one to two years and candidates must respond to one of the set assignment titles. Titles come into effect following the annual moderators' meeting. The four assignment titles for 2015 are listed below:

##### Question one

- i) Provide a profile of an individual business English learner or group of at a level with which you are familiar.
- ii) Design a 30-hour scheme of work for this group or individual
- iii) Provide a rationale for your scheme of work

##### Assessor/moderator guidance notes

- The profile should include the following information as a minimum: language background; current level across the four skills; business background(s) and experience; motivation for study; objectives and targets; time available for study; intensive or extensive programme; location; method(s) of delivery; resources available; identification of core needs; individual needs within a group; awareness of different learning styles
- The 30-hour scheme of work should be in outline only. It should include as a minimum: relevant business skills; areas of language to be covered; material sources; timings of sessions; formative and summative assessments; self-study; programme objectives; mode(s) of delivery. A more detailed version of this scheme of work can be included in the appendices if necessary.
- The rationale must focus on: how identified core needs are met by the scheme of work; the appropriacy and relevance of skills and language work; appropriate criteria for selecting materials, activities, methods, approaches and techniques; the focus on individual needs within a group and the learners' different learning styles; an explanation of course weightings and timings; the sequencing of core elements; the flexibility of the programme; the anticipation and resolution of problems; a rationale for the means of assessment.
- Schemes of work should be in the main body of the text for ease of reference, rather than in the appendices, and are included in the total word count.

### Question two

- i) Select, adapt and/or develop a set of materials for a six-hour segment of a business English programme. Relate your materials to an individual business English learner or group at a level of your choice
- ii) Provide an outline lesson plan for the six hours indicating the language focus, skills and/or purposes that the materials will support
- iii) Provide a rationale for your choice of materials and their exploitation

### Assessor/ moderator guidance notes

- Materials can be based upon published materials or be authentically-sourced or original or a combination of different types. The range should be appropriate for six hours in terms of the likely coverage of skills and language. The materials should also come from at least two separate sources. All published materials must be acknowledged in the references. The materials and activities must relate to the needs of the learner(s), including learning styles where relevant.
- The chosen learner(s) must be appropriately profiled. The profile should include the following information as a minimum: language background; current level across the four skills; business background(s) and experience; motivation for study; objectives and targets; time available for study; intensive or extensive programme; location; method(s) of delivery; resources available; identification of core needs; individual needs within a group; awareness of different learning styles
- Lesson plans can be brief but should include the following as a minimum: aims and specific learning outcomes; timing and pace; exploitation of materials identified in i), balance of input, practice and teacher/learner focus
- The rationale should relate clearly to identified learner needs, motivation, socio-cultural considerations, learning styles, evaluation of published materials and their adaptation in relation to the learners, as well as practical constraints including the learning environment and available resources.

### Question three

You are training small group of professionals or an individual of a type and level defined by you who will be part of an overseas trade delegation.

- i) Select ONE business communication skill from the Cert IBET course syllabus and outline what aspects of this skill you would teach to this group or individual
- ii) Critically evaluate the methods, approaches, techniques and resources that you would use to deliver the training
- iii) Show how you would incorporate awareness of cultural intelligence into your programme

### Assessor/ moderator guidance notes

- The profile should include the following information as a minimum: language background; current level across the four skills; business background(s) and experience; motivation for study; objectives and targets; time available for study; intensive or extensive programme; location; method(s) of delivery; resources available; identification of core needs; individual needs within a group; awareness of different learning styles
- For part i) of the question the outline you provide should indicate not only the business macro-skill but also the micro-skills required to develop your learners' proficiency in this skill.
- Part ii) of the question the evaluation should focus on the approaches, methods, techniques and resources that you have selected and why you consider these to be appropriate for your specific group or individual
- For part iii) you need to identify those aspects of cultural intelligence that your learners need in order to make their trade delegation a success

#### Question four

You have been asked by a company of your choice to submit a written proposal for a ten-hour business English programme for a group of learners within that company.

- i) Provide a profile of the company and of the specified group.
- ii) What would be the structure of your written proposal and what would be the key elements within it?
- iii) How would you maximize your chances of having your proposal accepted?

#### Assessor /moderator guidance notes

- The profile should include the following information as a minimum: language background; current level across the four skills; business background(s) and experience; motivation for study; objectives and targets; time available for study; intensive or extensive programme; location; method(s) of delivery; resources available; identification of core needs; individual needs within a group; awareness of different learning styles. In addition, you need to provide a brief description of the company and the sector(s) in which it operates
- Answers to part ii) of the question should show awareness of different reporting formats and the kinds of information typically required by company HR or training departments
- Answers to part iii) should demonstrate the additional initiatives that the trainee can implement in order to support their proposal.

#### 4.5 Bibliography

A consistent referencing system, such as the Harvard system, should be used throughout. Trinity guidelines on referencing are available on request. The bibliography will consist of all of the books/journal articles/sources that have been consulted in the compilation of the assignment. These should be listed in alphabetical order of author(s) name(s) and may be presented as follows:

a) for a book or a journal article:

- Wilberg, P. (1987) *One to One: a teacher's handbook*. Hove: Language Teaching Publications
- Impey, G. and Underhill, N. (1994) *The ELT Manager's Handbook*. Oxford: Heinemann English Language Teaching
- Kuo, I.C. (2006) "Addressing the Issue of Teaching English as a Lingua Franca", in Morrow, K. (ed) *ELT Journal*, 60/3 July. Oxford: Oxford University Press

NB. 1. The trainee should note the place of publication and the publisher. 2. In cases where there are multiple authors each of the authors should be listed alphabetically. 3. For journal articles the title of the article should be shown in inverted commas.

b) for newspaper articles:

The convention is to give the author(s), publication date, title of article, name of newspaper (in italics), date (day and month), and page(s).

c) for Internet sources:

- [www.bbc.co.uk/worldservice/learningenglish/business](http://www.bbc.co.uk/worldservice/learningenglish/business)
- [www.englishclub.com/business-english/index.htm](http://www.englishclub.com/business-english/index.htm)

#### 4.6 Tutorial Support

Tutorial support concerning the assignment stage should be limited as follows:

- Generic support and advice can be given to the group prior to the end of the course
- Once the contact phase of the course has finished no further advice or feedback should be provided to candidates
- Showing samples of assignments from Cert IBET questions that are no longer used is permissible
- Guidance is permitted for candidates who receive referrals after the moderation process by Trinity is complete and are considering re-submitting their assignments.

## 5. Assessment criteria

### 5.1 Assessment criteria

	Refer	Pass	Distinction
1. Provide a full response to the assignment topic within specified word limit in terms of quality and relevance of content			
2. Demonstrate knowledge and understanding of course aims, objectives and syllabus through content of assignment			
3. Select, employ and evaluate an appropriate range of methods, approaches, resources and/or techniques appropriate to varied business English contexts			
4. Show awareness of and sensitivity to the needs, characteristics, expectations and motivation of the business English learner(s)			
5. Refer to practical application in the classroom or other appropriate workplace and to the candidate's own teaching experience			
6. Use appropriate style, grammar and lexis; accurate spelling and punctuation; organise into a coherent piece of writing; use key terminology appropriately and accurately; reference bibliography appropriately			
7. Demonstrate course attendance and participation (candidates must attend a minimum of 90% of the course and participate fully and in a constructive manner)			n/a

### 5.2 Distribution of grades

#### Pass

The candidate demonstrates that they have fulfilled the rubric of the assignment and have met all of the assessment criteria. The assignment convincingly demonstrates an appreciation of the process of learning, sensitivity towards the learner(s), an understanding of the key issues and principles of business English teaching and the appropriate selection and application of methods, approaches, materials and techniques suited to a business English teaching context.

#### Distinction

The candidate meets all the assessment criteria for a pass grade and in addition demonstrates originality, innovation and creativity in the approach to the assignment rubric with a strong ability to draw on a wide range of relevant theory and practice as applied to the business English teaching context. The candidate must achieve a distinction in all of the assessment criteria.

#### Refer

The candidate shows limited evidence of: the ability to communicate effectively and appropriately; the appropriate selection and application of business English teaching-related methods, approaches, materials and techniques; an understanding of key issues and principles, context, content and learning process. The candidate does not pass all of the assessment criteria.



## 6. Moderation procedures

### 6.1 Overview of moderation procedures

Each assignment is internally assessed and then externally moderated by Trinity College London. Please read the following notes carefully – if you have any questions about either assessment or moderation, please contact [tesol@trinitycollege.co.uk](mailto:tesol@trinitycollege.co.uk)

### 6.2 Internal assessment (Cert IBET providers)

- Assignment titles, provider guidance notes and associated assessment criteria will be issued every year
- Please ensure you understand the assignment titles and associated assessment criteria and relay these on to the course participants
- A choice of THREE assignments will always be available. Course participants must choose ONE title only
- The following pro-formas will be available to Cert IBET providers and must be used for each internal assessment:
  - a. Individual Assessment Report
  - b. Moderation Summary Report (one per batch of submissions)
- Participants must submit assignments to their providers for internal assessment by the agreed date
- Submissions must be made electronically, with the main assignment text saved in Word format and entitled: <initial + surname> <IBET Assignment 1, 2 or 3> <ddmmyy>
- All appendices must be combined into ONE document and saved in pdf format. Submissions will therefore consist of two documents in total
- Samples of published materials, if included, must be scanned and saved as part of the appendix document. Please try to ensure that the resolution is adequate for viewing but does not eat too much memory
- The top sheet of all assignments must contain the following information: candidate name and provider details; assignment rubric in full; overall word count; list of appendices by number and content; date
- Providers then assess the assignment using the Cert IBET pro-forma. All separate criteria must pass for the assignment to pass overall
- Comments are obligatory for all fail and distinction categories and optional for pass categories
- If assignments exceed the maximum word count of 4000 words only the first 4000 words will be assessed. Assignments of less than 3000 words will not be assessed
- All assignments should be marked as seen and submitted to Trinity for moderation even in cases where the course tutor believes an assignment may need to be referred
- Under no circumstances must a course provider interfere directly with any manuscript that is submitted by a course participant in his or her care. The work must be completely the candidate's own.
- The course provider should mark and forward each assignment on to Trinity as promptly as possible. In order to protect the reputation of the Cert IBET, should English UK or Trinity be alerted to instances of slow turnaround and receive no satisfactory explanation from the course provider then the candidate will be requested to submit the assignment themselves directly to Trinity to be marked and moderated. The course provider will be invoiced for this cost and may have their validation placed under review.
- Providers must maintain an e-copy of the assignments and the internal assessment result for a minimum of 18 months following their assessment.

### 6.3 External moderation (Trinity College London)

- Assignments can be moderated on demand. Once an assignment has been internally assessed it can be submitted to Trinity. Assignments and a copy of the Moderation Summary Report need to be emailed to the following address: [Natalie.Ward@trinitycollege.com](mailto:Natalie.Ward@trinitycollege.com). Note that a copy of the Moderation Summary Report should also be cc'ed to English UK: [beth@englishuk.com](mailto:beth@englishuk.com)
- After that, each candidate's assignment must be sent as a SEPARATE email with THREE attachments (only):
  - a) Main text in Word as above
  - b) Appendices in a single pdf as above
  - c) Completed Individual Assessment Report, saved as: <initial + surname> <CertIBET Assessment 1, 2 or 3>. These MUST be sent in Word
- Each per candidate email should additionally contain the following subject heading:

<provider name> <candidate surname> <Cert IBET assignment 1, 2 or 3> - e.g. Lydbury House Smith Cert IBET Assignment 1. It is vital that you follow this formula as we will use filters as well as manual checks to identify your submissions
- We will then check that all assignments and assessment documents have been received and send an acknowledgement by email
- Assignments and assessments will then be forwarded to one of the moderators on the panel for moderation
- Moderated assessment forms (only) will be returned to us with an electronic signature – normally within ten working days of receipt by the moderator. Note that additional delays may occur around the Christmas period when the Trinity office is closed, so please avoid submitting assignments during this period if possible
- There are no set times for sending or receiving assignments. We will moderate them as soon as possible upon receipt
- All assignments will be retained electronically by Trinity for a minimum of three years
- Once we have received moderated assessment forms, these will be returned to you by email (one file per batch) with confirmation of the results
- If the moderator(s) and internal assessor agree on the result, then this result will stand
- If the moderator(s) and internal assessor do not agree on the result, then the moderated assessment form will clearly indicate why the internal assessment has been altered. If the internal assessor disagrees with the reasons given, he/she can then enter into email correspondence with Trinity over the result. If agreement on the result is not reached at this point, the Chief Examiner (TESOL) or another Trinity appointed moderator will re-moderate. His/her decision will be final
- Once agreement has been reached, the moderated mark will stand and be entered into Trinity's online records
- All fail assignments must be re-submitted to the provider for internal assessment and moderation, normally within eight weeks of notification. Please contact English UK if the resubmission date cannot be met, giving reasons, and they will adjudicate on whether an extension can be granted
- Trinity reserves the right to use any and all stored assignments and assessment forms for moderator training and standardisation purposes (only) unless providers write to us indicating that specific assignments cannot be so used. Please ensure that candidates are aware of this possibility. Trinity College's data protection and data protection compliance statements are available on request.

## 6.4 Deferrals

- The course provider has the right to grant deferrals of assignments without recourse to English UK but these should only be granted in exceptional circumstances, i.e. illness or bereavement.
- The candidate will be required to apply for a deferral in writing and should submit suitable supporting evidence if requested to do so by the course provider
- A revised deadline must be agreed between the course provider and the candidate and must be outlined in writing. The maximum possible period for a deferment is 12 weeks commencing from the initial assignment deadline
- Candidates may still be awarded a distinction grade if applicable

## 6.5 Results service and certification

- When assignments have been moderated a report will be produced by the panel of moderators and will be electronically transferred to the nominated representative of the relevant course provider directly from Trinity
- It is the responsibility of the course provider to inform the candidate of their final result
- Successful candidates will receive a certificate that will bear the English UK and Trinity logo
- Trinity is responsible for producing the certificate and for forwarding this on to the course provider

## 6.6 Referrals

- One resubmission is permitted in instances where a candidate has been referred. The candidate will be allowed period of twelve weeks from the time that the course provider is advised of the referral in order to revise the assignment and resubmit this assignment through the channels outlined above
- A reduced assessment fee will be levied for candidates who wish to resubmit an assignment
- The highest grade that a candidate can receive for a resubmitted assignment is a pass
- Should the candidate again fail to achieve a pass during the resubmission that candidate will not be able to resubmit that particular assignment again
- The candidate will be required to submit a new assignment after a period of twelve months commencing from the date that the result of the first resubmission was received by the course provider. This submission will be treated as a new submission and full fees will apply

## 7. Validation overview for course providers

### 7.1 The scrutiny process

English UK is responsible for the validation process of course providers. Validated status will only be granted when the applicant has clearly demonstrated its full compliance with all of the validation criteria.

### 7.2 The application process

An application form and copy of the handbook can either be downloaded from the website or requested from the English UK office. Upon receipt of the initial application form and fee from the course provider, the provider will be sent recommendations and suggestions for amendments to the application (if necessary).

The course provider will then consider the comments and re-submit (if applicable) the application to the Deputy Chief Executive.

### 7.3 Confirmation or withholding of initial application for validation

English UK will confirm in writing normally no more than six weeks following the final application submission the decision regarding validation. Please note that a course cannot be promoted in any way until validation has been confirmed by English UK in writing and that the application fee must also be paid in full before any applications will be scrutinised. English UK's decision will be one of the following:

- i) The proposal meets all current validation criteria, the course provision is formally validated and may be publicised as such or
- ii) The proposed course provision meets most of the validation criteria and will be validated subject to specific amendments and the course provider is invited to indicate in writing how and when these amendments can be effected or
- iii) The proposal will still need significant revision in order to be considered further and course providers will be invited to indicate in writing whether they wish to proceed.

Once a centre has been validated by English UK, courses must normally start within twelve months of notification of validation. This applies to both full-time and part-time courses. Providers who do not start validated courses within this time must make a full re-application which will be treated as a new initial application and not a renewal.

### 7.4 Tenure of validation

The period of validation is normally three calendar years and commences from the date that the application is officially approved in writing by English UK. Formal notification is made in writing although the applicant should receive prior notification by telephone or email.

### 7.5 Validation fees

There is an initial fee to support the initial application to become a validated centre and a subsequent fee which is levied on an annual basis to retain validation. The course provider is responsible for the payment of any bank charges. Fees are reviewed annually and any changes come into effect on the 1<sup>st</sup> January each year. Providers will be notified at least three months in advance if any changes are to be introduced.

### 7.6 Validation requirements for course providers

Formal applications to become a validated Cert IBET provider must be prepared and submitted by the nominated representative from the applicant institution. The application form will guide providers through the process but it is recommended that the following items of evidence are collected to support the application and should be maintained for any future moderation visits.

## Background information

- i) Providers are required to confirm that they are operating in full compliance with all applicable national and local statutory legal and regulatory requirements. Any breach of the law or regulations will be viewed seriously by English UK and may result in the withdrawal or withholding of validated status.
- ii) The course provider should ensure that an appropriate insurance policy for holding Cert IBET courses is in place.
- iii) Details of any external accreditation and association membership should be provided with the application.
- iv) A rationale detailing the centre's reasons for wishing to become a Cert IBET centre
- v) A profile of all of the activity and courses currently available in your centre with particular focus on the provision of business English and teacher training

## Premises

Centres must fully comply with all statutory health and safety requirements.

Sufficient space for the number of trainees and staff is provided and it would be expected that the same room be used for the delivery of the whole programme.

- i) A comfortable and professional environment.
- ii) Appropriate furniture is provided (tables, chairs, desks, etc.).
- iii) Rooms and furniture are in a good state of repair.
- iv) An adequate area for self-access and personal study is provided.
- v) An adequate relaxation area and facilities for the storage of personal effects are provided for course participants.
- vi) Rooms are adequately lit, heated and ventilated.
- vii) The educational environment is free from undue extraneous noise.
- viii) The facility is equipped with an adequate number of clean and hygienic lavatories.
- ix) Trainees should have access to refreshments.
- x) It is strongly recommended that the provider has an environment-friendly policy and that recycling facilities are made available.

## Resources

- i) Trainees have unlimited access to appropriate and up-to-date printed resources (please provide a full list of titles).
- ii) There is a policy and commitment to regularly upgrade and review all resources.
- iii) There is an effective system and sufficient available resources for developing and organising supplementary materials.
- iv) Photocopiers, printers and scanners are available.
- v) Suitable and up-to-date projection and audio-visual equipment is available.
- vi) Trainees have regular access to PC's/laptops and unlimited access to the Internet.
- vii) It is strongly encouraged that providers develop virtual learning environments to support trainees. (See delivery methods)

It is desirable where practical that up-to-date business communications equipment is made available for trainees to simulate real business processes (video-conferencing, etc.).

## General staff management

- i) There will be one nominated representative who is responsible for preparing the initial application and subsequent renewals. This individual has overall responsibility for administration functions and acts as the primary point of contact for English UK. No specific qualifications or experience is required for the role however this person should be scrupulous, reliable and systematic.
- ii) There will be a course leader who may also act as the nominated representative. The course leader will normally be appointed to manage the implementation and development of the course, syllabus and is responsible for the recruitment, induction and supervision of the teacher training team.
- iii) There should be adequate procedures in place for the training and induction of new trainers. This may involve a formalised induction, shadowing and mentoring.
- iv) Please note that new trainers should not be expected to deliver the majority of course content on their first course.
- v) Procedures and systems for the ongoing professional development of trainers should also be in place. This may include inset sessions, attendance at external events, observation, supervision and support etc.
- vi) There should be adequate cover in the eventuality of trainer absences. This is particularly important in the case of non-affiliated remote trainers.
- vii) Trainers will be provided with the intellectual and physical resources required to administer and deliver the course effectively.

## Criteria for the selection of the lead trainer

- i) The individual should hold an ELT/TESOL diploma level qualification (i.e. placed at level 7 within the National Qualifications Framework or a recognised equivalent in or outside the UK)
- ii) Hold at least a level six qualification (undergraduate degree) or demonstrate the ability to reach that level of education
- iii) Provide scanned copies of original copies of qualifications
- iv) Have a minimum of six years ELT teaching experience
- v) Have a minimum of four years' business English training experience
- vi) Have demonstrable experience of teacher training and/or academic management
- vii) Provide evidence of a commitment to continuing professional development (e.g. materials development, courses, inset programmes, conferences)
- viii) Supply a full and up-to-date CV
- ix) Submit a rationale outlining suitability for role
- x) Provide the contact details of two referees
- xi) Be available to discuss application by telephone/Skype with English UK

## Trainers must:

- i) Hold an ELT/TESOL diploma level qualification (i.e. placed at level 7 within the National Qualifications Framework or a recognised equivalent in or outside the UK).
- ii) Hold at least a level six qualification (undergraduate degree) or demonstrate the ability to reach that level of education.
- iii) Have a minimum of four years ELT teaching experience.
- iv) Have a minimum of two years' business English training experience.
- v) Supply a full and up-to-date CV.
- vi) Submit a rationale outlining suitability for role.
- vii) Provide the contact details of two referees

## Course planning

- i) There is a course outline clearly stating the aims and objectives of the course.
- ii) A detailed course syllabus and schemes of work are provided outlining how the 50 hours of content are covered. A rationale outlining the methodology and delivery techniques to be employed.
- iii) A timetable with clear delineation of responsibility among staff and adequate provision for at least 50 hours of input.
- iv) Consideration of the level of support that trainees will receive prior, during and post course e.g. a pre-course pack for trainees would be considered an advantage.

## Course management and quality assurance procedures:

- i) A needs analysis and efficient and transparent enrolment procedures should be in place.
- ii) There should be suitable procedures for recording and monitoring attendance and following up instances of absenteeism.
- iii) There should be a system for recording complaints with evidence that complaints are dealt with in an effective and timely fashion and used to further develop the provider's operation.
- iv) Satisfactory procedures should be in place for the monitoring and ongoing development of the quality of the course.
- v) Trainees should receive adequate support and feedback from staff and trainers including regular tutorial support.
- vi) Administration and assessment procedures and strategies for approaching the set assignment task should be made transparent.
- vii) Course providers should always seek to reply to correspondence from course participants in a prompt fashion and within at least five working days.

## Renewal of validation

- i) A course provider will only normally need to formally re-apply for validation after a period of three years. A re-application must be made within sixty days of the expiry of the period of validation.
- ii) During the three-year period the centres validated status will automatically renew subject to the satisfactory outcome of any course moderation visits and prompt payment of the annual validation fee.
- iii) English UK will review the provider's record. The review will include: record of achievement of candidates, adherence to branding guidelines, updates on course development and course dates, the moderator's report, and reliability of any payments.
- iv) English UK may consider direct feedback from course participants and trainers about the provider.
- v) The provider will be requested to provide valuable input into the continued development of the qualification through feedback.
- vi) The provider must provide an annual update on any relevant changes that have been made including but not limited to: updates to premises, course timetable, syllabus, resources, trainer profile, etc.

## 7.9 Review of status or termination of validation by English UK

If a provider fails to meet any of the required validation criteria or has been found to be operating to the detriment of candidates and the partners in the qualification, then the following course of action may be taken.

English UK may contact or visit the provider to discuss any areas of provision that are of concern. The situation will be reviewed and a provider's status may be placed under review for a set time period in which case an action plan to address the concerns should be forthcoming. Depending on the severity of the concerns any period of review need not affect the ability of the centre to publicise its course provision.

If any concerns have not been resolved to the satisfaction of English UK this period of review may either be extended for a further finite period of time or the course provider's validation may be terminated. In cases of serious malpractice validation may be withdrawn with immediate effect.

## 7.10 Termination of validation by provider

A provider may terminate their validation as long as they provide a minimum of sixty days' notice in writing to English UK. No refund of fees will be permitted.

## 7.11 Guidelines on publicity

Publicity includes but is not limited to: the provider's website, brochure, leaflet and any other form of advertising.

To ensure that candidates are fully informed about the qualification, sufficient care must be taken in ensuring that all of the information provided is up to date, accurate and truly representative of the course and the qualification. It is strongly recommended that the following aspects be considered:

English UK/Trinity College London:

- The correct name of the qualification is: Certificate in International Business English Training (Cert IBET).
- Although not a requirement, where the names of the two organisations are included in the title or in any headings the full names, English UK and Trinity College London should be used. English UK always being first in the sequence.
- English UK and Trinity College London should be properly credited for their roles in the qualification in any publicity and relevant documentation and recommend the following wording: "This new international qualification is jointly validated and managed by English UK and Trinity College London."
- Providers can be provided with a jpeg version of both the English UK and Trinity College London logo on request. Use of the logo is strictly limited to use in relation to the Cert IBET product and this limitation must be made absolutely clear in all publicity.
- Should you also wish to place a link to either of the English UK or Trinity College London websites please use the following URLs:

[www.englishuk.com/training](http://www.englishuk.com/training)  
[www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

The following should also be clearly articulated:

- For whom the qualification has been designed.
- Course entry requirements.
- Course aims and objectives.
- Outline of the ten-module Syllabus.
- Mode of course delivery.
- Procedures for course assessment and moderation.
- Maximum group size, course dates and any non-input days, times of classes (incl. sample timetable), number of contact hours, private study periods.



- Qualifications and background of course tutors.
- Level of support that can be expected.
- Premises and resources
- Accommodation (where applicable)
- Course fees and the cost of the Cert IBET qualification as well as the cost of any additional materials such as course materials, accommodation, etc. if not included in the course price.
- The requirements for the payment of deposits and course fees and terms and conditions including policy on refunds.
- Complaints and appeals procedures including English UK and Trinity contact details.

Please note that the Cert IBET is an English UK/Trinity College London qualification and has no relation to either the Cert TEB or the London Chamber for Commerce and Industry (LCCI).

## 8. Quality assurance

English UK has adopted a number of additional quality control measures to ensure that the Cert IBET qualification is both a rigorous and a robustly managed qualification.

### 8.1 A validation inspection

English UK will inspect a sample number of course providers each year. Centres will have an equal chance of being visited and will be selected by ballot. Visits are conducted at no extra charge to the provider.

A minimum of one month's notice of an inspection visit will normally be given. The inspection will follow a set template and the provider will be made familiar with the criteria in advance of the inspection. An inspection will normally take a full day. Providers will be involved in the drafting of the visit report.

In exceptional circumstances English UK reserves the right to inspect any provider and any Cert IBET course without prior notice irrespective of the ballot arrangement.

### 8.2 Optional visits

Providers offering the Cert IBET qualification may request an optional visit by an English UK moderator if they would find this helpful. The provider will be required to cover all of the costs of this visit.

### 8.3 Providers' meetings

English UK and Trinity will normally hold an annual provider's day. Such days will provide opportunities for course providers to learn of updates, share feedback, and to discuss the qualification and the standardisation procedures.

### 8.4 Feedback

Course providers will be given the opportunity to contribute to the development of the qualification through the development of a forum and other meetings, events and feedback mechanisms.

### 8.5 Moderations reports

After a certain number of assignments have been moderated from each centre a separate report will be generated and will comment on aspects of the candidates' performance. Any issues (if any) will be flagged with English UK and explored in depth with the provider.

### 8.6 Chief examiner's meeting

The Chief Examiner of Trinity College London and the Deputy Chief Executive of English UK will meet on a quarterly basis to review the progress of the qualification.

### 8.7 Moderation visit of English UK

Trinity College London will conduct an annual moderation visit and scrutinise the administration processes and procedures employed by English UK.

## 9. Appeals and complaints

### 9.1 Appeals

In cases where a candidate is compelled to challenge their final grade they should appeal through the course provider to English UK in writing. English UK will then contact the Chief Examiner of Trinity who will review the assignment and the moderation procedure. Only one appeal is permitted and the candidate's claim will either be upheld or rejected. There is no fee for this process and the Chief Examiner's decision is final.

### 9.2 Complaints

All providers must have in place internal complaints procedures and are expected to deal with and resolve most issues as they arise. However, if a complaint is received from a course candidate or staff member about the conduct of a provider or trainer then English UK will investigate and may follow any of the following courses of action:

- The complainant is invited to submit the complaint in writing.
- The nature of the complaint will be communicated to all of the relevant parties and English UK will interview each party.
- An immediate spot check inspection may be triggered in potentially serious cases.
- If the complaint is upheld, then the provider's validation may be placed under a period of review with an agreed action plan put in place.
- If the complaint is upheld and the concerns that have been raised are of a very serious nature the provider's validation status may be withdrawn.
- Another form of appropriate action may be taken.

## 10. Useful contact information

### Useful contacts:

**Accreditation UK** is run in partnership by the British Council and English UK and is the quality assurance scheme for the UK ELT sector.

[www.britishcouncil.org/accreditation](http://www.britishcouncil.org/accreditation)

**BESIG** is the Business English Special Interest group of IATEFL.

[www.besig.org](http://www.besig.org)

**Business English UK** is a sub-group of English UK that specialises in providing English courses for professional people.

[www.businessenglishuk.org.uk](http://www.businessenglishuk.org.uk)

**English UK** is the national association for English language teaching in the UK.

[www.englishuk.com](http://www.englishuk.com)

**The English UK Professional Services team** organises a range of continuous professional development activities including a Business English trainers conference.

[www.englishuk.com/training](http://www.englishuk.com/training)

**StudyWorld London** is a world-class B2B fair where accredited educators meet the world's best agents.

[www.studyworldfair.com](http://www.studyworldfair.com)

**Trinity College London** provides recognised TEFL/ TESOL qualifications which are widely recognised by employers and authorities around the world.

[www.trinitycollege.co.uk](http://www.trinitycollege.co.uk)

## Appendix B

English UK/Trinity College London Certificate in International Business English Training (Cert IBET) - Assessment Criteria

Full name of candidate:

Cert IBET provider:

Cert IBET course dates:

INDIVIDUAL ASSESSMENT CRITERIA	Internal assessor				Moderator		
	R	P	D		R	P	D
1. Quality and relevance of content; a full response to the question within specified word limit							
2. Knowledge and understanding of course syllabus, aims and objectives							
3. Appropriate selection, employment and evaluation of a range of methods, approaches, resources and techniques appropriate to varied business English contexts							
4. Awareness of and sensitivity to the needs, characteristics, expectations and motivation of the business English learner(s)							
5. Reference to practical application in the classroom or other appropriate workplace and to candidate's teaching experience							
6. Appropriate style, grammar and lexis; accurate spelling and punctuation; organisation into a coherent piece of writing; key terminology used appropriately and accurately; appropriately referenced bibliography							
7. Course attendance and participation: candidates must attend a minimum of 90% of the course and participate fully and in a constructive manner			n/a		n/a	n/a	n/a

Overall Assessment (internal assessor): Refer | Pass | Distinction

Name of Internal Assessor:

Date of Assessment:

Signature:

Further comments:

Overall Assessment (moderator): Refer | Pass | Distinction

Name of Moderator:

Date of moderation:

Signature:

Further comments:

## Overall assessment criteria

### Pass

The candidate demonstrates that they have fulfilled the rubric of the assignment and have met all of the assessment criteria at pass or distinction level. The assignment convincingly demonstrates for the most part an appreciation of the process of learning, sensitivity towards the learner(s), an understanding of the key issues and principles of business English teaching and the appropriate selection and application of methods, approaches, materials and techniques suited to a business English teaching context.

### Distinction

The candidate meets all of the assessment criteria for a pass grade and in addition demonstrates originality, innovation and creativity in the approach to the assignment rubric with a strong ability to draw on a wide range of relevant theory and practice as applied to the business English teaching context. They should also display in-depth knowledge of the course syllabus components. In addition, distinction assignments demonstrate throughout a consistent focus on business English-oriented aims and objectives as they relate to identified learner needs. The candidate must achieve a distinction grade in all of the assessment criteria.

### Refer

The candidate shows limited evidence of: the ability to communicate effectively and appropriately; the appropriate selection and application of business English teaching-related methods, approaches, materials and techniques; an understanding of key issues and principles, contexts, content and learning process of business English teaching. The candidate does not pass all of the assessment criteria.

